

NHSTE Subscribes to Online Registration System

by Cyndi Dunlap
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So that NHSTE can easily offer online registration to its regular professional development events, the Board selected and implemented **123SignUp**, a service located in San Jose, California. The site for Concord Area Center for Education Services (CACES) Local Educational Support Center Network (LESCN) also provides this system for professional development registration, so the process may look familiar to many NHSTE members.

Those who attended the NHSTE 25th Anniversary Celebration /Annual Meeting have already experienced the new system. Likewise, the 75 registrants for the Tech Integrators SIG Science Integration Workshop scheduled for November 15th used the new registration system. Registration for both the Science and Adaptive/Assistive workshops happening in 2007 will be offered through **123SignUp** as well. Coming in 2007 also are three Technology Coordinators SIG workshops that focus on strategies to address the ICT literacy skills requirement.

To see what workshops are currently available for registration at any time, go to the NHSTE 123SignUp Calendar at: <http://www.123signup.com/calendar?Org=NHSTE>.

The benefits of this new registration system are numerous:

- Registration costs are reduced, keeping workshop costs down;
- Participants can pay by credit card, check, or purchase order;
- An automatic email confirmation is sent out as soon as you register;

- A map with directions to the event site is automatically generated;
- An optional questionnaire can be created to accompany the registration process;
- The system is highly customizable from event to event.

Other than handling registration for the Christa McAuliffe Technology Conference, NHSTE plans to use this online system for all future professional development events. If one purchase order is used from a school for multiple registrations, please note that each person still needs to register individually online!

As with any new initiative, NHSTE welcomes and encourages member feedback. Send all comments via email to Board member, Cyndi Dunlap.

NHSTE Award Winners

NHSTE has selected two outstanding educators to receive this year's awards. The nominees for each of the awards — the Pat Keyes Technology Using Educator Award and the Sue Janosz Technology Impact Award — were impressive, yet the committee discovered that two educators stood out above the other nominees. Come to the awards presentation at the Christa McAuliffe Technology Conference during the opening session on Wednesday, November 29, to see who won!

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Why Open Source?

by Meghan McPhaul
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As school districts struggle to provide wider access to technology for students and teachers while keeping costs in check, many of them are turning to Open Source computer systems to meet both goals. According to David Thornburg in a professional opinion article in *District Administration* magazine (November 2006), “Even with substantial discounts given schools by many (hardware) vendors, it is not uncommon to find \$500 worth of software on each student computer... Software can now cost more than the computer it runs on.” Free and open source software solutions offer a viable alternative for school districts.

Defined as “software that is developed openly and built collaboratively,” by the website <http://k12opensource.wikispaces.com>, open source software is being used in schools for both administrative and educational purposes. Educators who have already implemented open source systems in their school districts say the result is greater accessibility to computers in classrooms, lower costs to set up and maintain the systems, and plenty of flexibility in how open source programs may be used in schools.

Users of open source programs generally have access to the code used to create them, and may alter a program to suit specific needs or make improvements. Support among users is relatively free flowing. Open source software programs are generally free to download, resulting in potentially significant cost savings for users. Outdated computers may also be revamped to contain open source systems so that school districts using open source do not need to spend tens of thousands of dollars equipping classrooms or computer labs with technology tools.

David Trask, who has been using open source systems as the Technology Director at Maine’s Vassalboro Community School for several years and facilitates workshops on the concept, defines open source as “the freedom to do with [the software] as you please.”

“If you choose to make changes to it, if you choose to implement it in 100 machines or 1,000 machines without having to worry about licensing costs, you can,” he says. “Open source doesn’t necessarily mean that it’s totally free,

although it usually is. What it means is that you have the option to do with it what you want once you have it.”

As an open source program attracts more users, it generally is improved and altered by those users, who pass the changes on to other users. The strong user community that exists worldwide provides extensive support to local users.

“Products that people don’t like obviously don’t get worked on,” says Steve Kossakoski, Assistant Superintendent of Technology and Research for School Administrative Unit 16 (SAU 16) in Exeter. Kossakoski started implementing open source systems in Exeter a few years ago and has steadily increased the SAU’s use of open source.

To explain the concept, he uses an analogy he picked up somewhere along the way. He compares commercial computer systems like Microsoft Office to boxed cake mix – the cake will rise and bake if you follow the directions, but you don’t necessarily know what’s in the mix, and you can’t make any improvements. He likens open source systems, conversely, to grandma’s cake recipe: “anyone can add or subtract ingredients” to improve it or meet specific tastes.

Access to technology

Many school districts have replaced or supplemented Microsoft and Macintosh application software with open source programs in an effort to provide more flexibility and greater accessibility to computers in their schools.

In SAU 16, Kossakoski says, open source programs are now used by teachers and students as well as administrators for such varied tasks as Internet filtering and photo processing. But the SAU has not made a total conversion away from more traditional computer systems. “You want to take a balanced approach,” he says.

Administratively, SAU 16 is also transitioning to open source applications, replacing older Microsoft Office software with Open Office. “We’re not purchasing any more commercial office packages,” he says. “As those licenses expire, we’re replacing that with Open Office.”

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Letter from the President

Hello Fellow NHSTE Members—

I am honored to be writing my first letter for *Connections* as President of NHSTE. I join an esteemed group of past presidents, as noted at our 25th Anniversary Celebration held on Oct. 4th at the Marriott Courtyard in Concord. This celebration confirmed the vitality of NHSTE by honoring these leaders and highlighting the contributions of many other past and present members. It also underscored the growth of technology during our organizations' 25 years of service. The hardware and software on display in the "museum" and the vocabulary answers for the trivia game drew laughs and exclamations as we remembered the pioneering days of the "early adopters." During this travel down memory lane, however, we were drawn to new frontiers of technology as Jeff Lebow of Education Bridges (www.educationbridges.com) presented a webcast highlighting the power of today's technology and the growth of the interactive web. As I thought of this transformation, I not only wondered how many of us imagined we would see the day when the PC Junior evolved into an instrument used to communicate across continents and into space, but I also realized how vital it is for NHSTE to continue to bring all this new knowledge to educators in this state.

Our mission, *to improve K-12 education in New Hampshire through the use of information technologies through leadership*, remains the driving force of all we do and plan. As we move into our 26th year, NHSTE continues to be poised to excite, involve and inform all its members about the latest technology tool, forum, or program. And, we are especially ready to assist educators in using these tools to meet the NH Information and Communication Technology (ICT) Standards.

This year the chairpersons on the Board have planned a myriad of professional development opportunities that focus on technology integration using the new 21st century tools as well as using those tools we've clung to over the years. If you need to refresh or update your technology experiences, plan to attend the Christa McAuliffe Technology Conference later this month. After that, consider attending the Tech Integrator and Tech Coordinators' meetings, which will focus on specific topics such as science and math integration, ICT standards and Open Source options. If you just want to "play" with a new digital device, review the MITI (Make It, Take It) McAuliffe sessions with the follow up workshops. This will give you hands-on experience using different tools. For specific details, please refer to articles in this issue of *Connections* and visit our website. Register online and consider registering a friend to share the fun.

Be reminded that NHSTE is always looking for new members to serve in a variety of ways. This year we welcome four new Board members: Royce Robinson, Rebecca Gagnon, Susan Kessler, and Karen Olmstead. In addition we need assistance with long and short-term projects. Writing for *Connections* would be one example of such a commitment. If you are interested in helping us or know of anyone who may be, please contact any of our Board members. Our contact information is listed in the side panel of this page.

Thank you for your continued support of NHSTE. I hope to see you at the McAuliffe Conference!

Kathy Malsbenden
NHSTE President

Annual Meeting — an Anniversary Celebration

by Susan Kessler
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NHSTE's annual meeting this year was much more than a meeting; it was a great celebration! Our organization honored 25 years of integrating technology into education by celebrating with fun, food, computer trivia and history, along with entertaining and engaging speakers. The evening began with appetizers, drinks and a computer history museum. NHSTE members traveled back in time as they viewed the computer artifacts such as an Osborne, a Newton, a program on punched cards, a slide rule, 5.25" and 8" floppy disks, early Macs, original NHACES newsletters and an Apple GS video digitizer! Deb Boisvert gets credit for organizing and supervising the computer museum.

Royce Robertson, the night's Master of Ceremonies, was entertaining and kept the meeting moving. First he introduced Jeff Lebow, co-founder of World Bridges who proceeded to amaze everyone with the clarity of conversations during his Skype demonstration. Although the people that he talked with were in Canada and Virginia, it was like they were in the room with us! One of the Skype participants, Lee, talked about how she was using Personal Learning Space with middle school students. The program provides her students with a safe place to blog, while learning about social interaction. While using Personal Learning Space the students communicate with students in the Netherlands, Iran and New Hampshire! To learn more about Skype and World Bridges go to: www.worldbridges.net.

During the business meeting that followed Jeff's presentation, Sonja Gonzalez, the out-going president, talked about NHSTE and the importance of its members. She encouraged everyone to suggest ways to improve NHSTE by connecting to the Board through the website. After the members voted to elect the slate of officers for the 2006-2007 Executive Board, Sonja turned the meeting over to the new president, Kathy Malsbenden. Among the topics Kathy discussed was the upcoming Christa McAuliffe Technology Conference (Nov. 28-30). Each day of the conference has a different theme. Tuesday's is "The World is Getting Flat," Wednesday's is "Information Literacy Skills", and Thursday's is "Engaging

and Empowering Students." The conference booklet and the website (www.nhcmte.org) include listings and descriptions of all the events. Early registration is encouraged for all workshops. The business meeting was followed by a delicious dinner and delectable desserts!

The after-dinner speaker, Peter Reynolds president of Fablevision, entertained and inspired everyone with his stories, books and artwork. He stressed that the best technology is the book and the best software is a blank screen. After reading his book, *The Dot*, he reminded us to make our mark, and to let students make their marks. At the end of the night several people were lucky enough to win one of Peter's books, original watercolors, and a collaborative drawing! For more information about Peter Reynold's books and other products, check out his website (www.fablevision.com).

All former presidents of NHACES, NHACC, and NHSTE had been invited to attend the anniversary celebration, and 15 were in attendance. The organization acknowledged them all for their years of service. In particular Anne Knight was singled out and honored for founding NHACES and then continuing on the Board in many capacities over the past 25 years. She was greatly touched by the lovely gift and praise she received yet knowing that everyone in the room (and elsewhere) had helped make the organization successful in its efforts to bring technology effectively into NH schools.



Old Osborne on exhibit



Keynote speaker Peter Reynolds with Cyndi Dunlap

The evening continued with a Jeopardy game that included Hardware, Software, History, People, and Geek Speak as categories. Although there were some tough questions and answers, the audience managed to get them all! To add to the fun, there was a Top 10 List of "How You Know You Have Been in Education Technology Too Long". Does the number one sound familiar to you? *"You still have the originals of the MECC 'copy disk' locked in a safe place in your office."* The evening ended with thank yous, raffle prizes and giveaways. It was agreed by all that the annual meeting was a great celebration of technology in New Hampshire. Thanks to all who helped plan and volunteered their time at the meeting!

Why Open Source?

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For Trask, the transition to open source began after considerable frustration with a Windows 2000 server that kept crashing. He opted for an open source server, which took only 20 minutes to get up and running. After discussing a transition to open source with his principal, Vassalboro started the transition. “It was a big step, but we stepped off, and we haven’t looked back,” he says.

In the Merrimack Valley School District, Technology Coordinator – and NHSTE President – Kathy Malsbenden, says the gradual and ongoing transition to open source systems has impressed educators with faster access than the district’s older computers – and with more computers.

“I’m hoping that by going this route, I can give more accessibility to the teachers in the classrooms so that they can have more than just one or two work stations,” she says.

Cost savings

Part of the wider access to computer technology through open source results from considerably lower set up and support costs. Malsbenden, Trask and Kossakoski have all introduced open source, at least in part, through the Linux operating system. That has allowed their districts to revive outdated computers by turning them into thin clients – computers that don’t need hard drives to run but load open source software from a server – or to purchase Linux thin clients for a relatively low cost.

At Vassalboro, Trask recently outfitted a new computer lab with 22 computer monitors and 22 thin clients for less than \$8,000. That’s considerably less than what it cost to set up the district’s last new desktop lab with Microsoft Windows – an expense of roughly \$25,000 plus licensing fees. “We have a very powerful server and a whole bunch of thin clients all over the building,” he says. “All of the software that we’re running on these Linux thin clients is absolutely free.”

The concept of spending less money for more accessibility is sometimes a tough one to believe, but once districts get there, there’s no turning back. “We’ve been programmed to think that we have to buy Microsoft Office in order to create documents, when in fact we can leverage our money better in the schools by using the money we would spend for licensing and buying the software for other things,” says

Malsbenden. “You’ve got a limited amount of money, so let’s leverage that money...and buy the equipment or the software that you need to buy and find alternatives for other things that will do the same job as what it would cost you to purchase a commercial product.” By going the open source route, she says, “You’re using your money more wisely.”

The cost savings extends to support. “One of the great things about open source is there’s quite a community out there of just ordinary users like me, who you can ask for information, and people share willingly,” says Trask.

Malsbenden noted that districts’ need for technical support also decreases with open source. Rather than a burden of overseeing 400 servers in her district, she says, the transition to open source means a decrease to maybe 20 servers.

“It creates a level playing field, so that people who don’t have the money to be able to buy all of the other proprietary products can get as good, if not better, programs,” says Malsbenden. “You don’t have to worry about licenses. You don’t have to worry about the money.”

Training

Still, sometimes it takes a little coaxing to get teachers on board with a change in software. “There’s the angst of having to learn something new,” Malsbenden says. “The biggest concern [from educators] is the compatibility issue of being able to move documents back and forth. Once [teachers] see that everything generally stays true, they’re OK.”

Trask has found that when teachers, even the less technology-savvy ones, realize that open source allows for greater access in the classroom, they generally accept it willingly. When he first introduced the concept in his district, he set up a hallway kiosk to allow teachers to try open source programs. First, the teachers “who weren’t technophobes” asked for open source setups in their classrooms. Soon, the others were clamoring for it, too. As with any new technology, there’s some training involved in a switch to open source, but no more than there would be with implementing any other new program, say Trask, Kossakoski and Malsbenden. “The training would be typical to what you probably would need to do anyway when you’re getting yourself around any type of computer,” says

Conference Sessions about Open Source

See the website for descriptions of the sessions: www.NHCMTC.org

Tuesday, Nov. 28:	10:30	Introduction to Linux in Schools & Classrooms!
	1:30	Finding the Gems in the K12LTSP and/or Open Source World
Wednesday, Nov. 29:	12:00	Introduction to Linux in Schools & Classrooms!
	1:30	Bridging the Digital Divide: Open Source Tech Tools for Everyone Part 1
	1:30	SAU #16 --The Best of Open Source
	3:00	Bridging the Digital Divide: Open Source Tech Tools for Everyone Part 2
Thursday, Nov. 30:	1:30	Moving Successfully to Linux & Open Source Applications
	1:30	SAU #16 --The Best of Open Source
	3:00	Moving Successfully to Linux & Open Source Applications

Malsbenden. “If they don’t know file systems, they’re still going to have to learn file systems... The learning curve still depends on where the user is at using the technology.”

Students, natives to the digital age, rarely make a fuss about using open source versus Mac or Windows-based programs. That, says Trask, is important.

“When you were taking drivers ed, did you learn how to drive a Ford? Did you learn how to drive a Chevy? No, you learned how to drive a car,” he says. “In the case of computers, we want all our kids here at Vassalboro to be able to sit down in front of any computer – a Mac, a Linux, a Windows machine – and just sit down and get to work.”

“If we spend our energy as educators on how to use computers ...we’ll get a lot more mileage out of that,” he says. “At that point, it doesn’t matter what you’re using for an operating system in school, because you’re not teaching an operating system. And the kids don’t care, they really don’t.”

A Vision for ePortfolios

by Royce Robertson,
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[Dr. Royce Robertson, Assistant Professor for Education and Technology at Plymouth State University, has more than 10 years of experience as a classroom teacher, college faculty member, technology coordinator, and academic technologist. He specializes in ePortfolio research and consultation, and is also the 2006-2007 NHSTE Technology Coordinators’ SIG “Meister”. He prepared the following piece on his vision for electronic portfolios.]

With the recent state initiative around the Information and Communications Technology (ICT) Standards for School Approval (Ed 306.42), electronic portfolios thrust to the forefront at a critical point in their lifecycle. More and more students, teachers, administrators, and school systems are learning about them — their benefits, drawbacks, and the body of knowledge surrounding them. But, as the old adage goes, “The more you know, the more you realize you don’t know.” At this juncture, there is just as much certainty as there is uncertainty. In times of uncertainty, a vision is appropriate.

A few weeks ago, I was asked about my vision of an electronic portfolio. It caught me off guard. My inner voice had its demands, “Hey, Royce, forget purpose, forget assessment plans, and forget accreditation. Think outside the box.” I really had to think about it in a larger context with a hint of optimism and splash of the unconventional. After all, in today’s world of technology, unconventional is sometimes as conventional as it gets.

I realized I needed to take some time to reflect. Not the normal reflection, though. This reflection needed a flair for the radical; a sense of disruption. Something that clearly stated what I was thinking. I needed what Bonnie Raitt sang about as, “something to talk about.” Something that would raise eyebrows and spark conversation.

So, here it goes. My vision for the ePortfolio is that it becomes the academic equivalent of *MySpace* or *Facebook*, the online social networking phenomena, just as popular but focused on the academic self. I know, I know. The mere mention of *Facebook* or *MySpace* may produce visceral responses from some. After all, the exponential growth of those sites has produced some unsavory, unintended, and highly publicized results.

So, what does my vision really mean? As a young faculty member, I see students computing for different reasons. They come to me in their time of need saying, “Dr. Robertson, the projector won’t work.” They ask me questions about coursework such as, “How do I make a concept map with Inspiration?” They ask me about ePortfolios saying, “Where do I put my resume?” All of these are valid questions. However, they are asking the question because a professor has assigned them with a task. Alternatively, a natural result of achieving my vision would be a sense of voluntary, intrinsic engagement.

Here are some articulations of what my vision means:

Make it an all day, all night affair. I see students using *MySpace* and *Facebook* - everyday, between classes, at 8 AM, at 10 PM. They update their status. They add pictures. They write to each other on their walls. I would hope that the electronic portfolio becomes just as important as a daily task except of an academic nature. Students would post work, write reflections, and connect with other learners. So much so, that they would use the electronic portfolio multiple times per day or week to describe and reflect upon the work they do in school.

The right image needs to be projected. The media is fraught with stories of teenagers misusing *MySpace* and *Facebook*. The public perception is that bullies, party girls, and underachievers are the majority users. Through the collection and organization of their work, I would also hope that students begin forming a professional identity with the electronic portfolio through their curricular, extracurricular, and personal artifacts. Papers, presentations, videos, pictures, journal entries should be commonplace. We should be encouraging artifacts that answers the question: How do I know that I know what I have learned? Metacognition should be the heart of the work.

Interaction and feedback are everywhere. In *Facebook*, users can poke each other and leave messages electronically.

Even those little messages are assessment and feedback in its rawest form. “Nice page.” “Too busy.” “Nice pics of you in NYC.” We give each other positive and negative reinforcement everyday and the electronic portfolio should be no different. I would hope that students begin soliciting feedback from each other, school staff, and external reviewers such as employers and mentors.

It’s all voluntary. The great thing about *Facebook* is that no one required these people to spend hours and hours working on their *Facebook*. They just do it. Academics and technologists have a tendency to think, “We need to build a program around this kind of technology.” We should think twice before we do that with every facet of the electronic portfolio. Don’t make everything a requirement. Some things should be left to intrinsic motivation. Therefore, students should be able to create an electronic portfolio whether or not their academic program dictates. And, they should be able to have freedom to choose some of the work that goes into the electronic portfolio.

Harness the new tools for good not evil. Students use various creative technologies, language, symbols, and designs to depict that themselves and at various levels and stages of life. The new social networking software provides for some creativity. The buzzword jockeys call this kind of in-browser digital creativity is “Web 2.0.” I call it “white space creation.” The electronic portfolio tools should possess the functionality necessary to maximize white space creation. That may come in the form of color, shape, size, motion, sound, or structure; however, it is the creative genius that will make the electronic portfolio exciting.

Don’t forget that a lot of learning is social. As a *Facebook* user, I am constantly amazed at how quickly a social network can be amassed. Within days of joining, I had student friends, work friends, friend friends. We share photos and discuss our latest adventures. Sometimes I’ll even get a comment that provides me with a little dissonance — one to grow on. My network of friends keeps me in check. As a child, I remember my mother constantly reminding me, “You are judged by the company you keep.” Well, Mom, in today’s day and age I’d have to say that the company I keep judges me as well. And that’s the way it should be. Electronic portfolio tools should take a page from social networking and allow peer review. It’s a simple mantra: friends don’t let friends learn without feedback.

If you wish to provide feedback on my vision of ePortfolios, you can reach me on *Facebook* or on email.



Past Presidents

NHACES Presidents

1981-85	Anne Knight
1985-87	Tony Stavely
1987-88	Anne Knight
1988-89	Jim Poirier
1989-90	Ed Stokel
1990-91	Dorinda Gibney

NHACC Presidents

1987-88	Mike Goldsmith
1988-89	Deb Couture
1989-90	Chris Nelson

NHACES & NHACC Merger

1991-92	Pat Keyes
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NHSTE Presidents

1992-93	Cyndy Currier
1993-94	Madeline Foulkes
1994-95	Andy Littlefield
1995-96	Joyce Kendall
1996-97	Cyndi Dunlap
1997-98	Roy Bailey
1998-99	Terry Wardrop
1999-00	Art Berlin
2000-01	Jeanne Poterucha
2001-02	Sheila Adams
2002-03	Danielle Bolduc
2003-04	Steve Rothenberg
2004-05	Deb Boisvert
2005-06	Sonja Gonzales

NEW

Remember When

During the 25th Anniversary Celebration/Annual Meeting on October 4th, a few old friends were reminiscing about the struggles of getting New Hampshire educators to examine the use of computers with students and what it used to be like working with computers with their own students and in their schools. The entire evening of celebrating the years of service to New Hampshire schools by the three organizations (NHACES, NHACC, and NHSTE) along with the Annual Meeting of the NHSTE organization became a prime forum for remembering when. The computer museum set up that evening by Deb Boisvert stimulated many memories as friends talked about how they worked with the old technologies in the school environment. Sharing these stories and memories of what it was like to bring emerging technologies to education should help our readers appreciate and enjoy the challenges of leading educators and students to “water” and hoping they will take a “drink.” Such stories spread color over the face of the organization’s history.

History of Educational Technology Organizations in New Hampshire

[This brief history was compiled by Anne Knight for the Agenda distributed at the October 4th celebration.]

Origin and Purpose

NHSTE’s history began with a group of educators concerned about the introduction of computers into schools. They came together in September 1981 to form the New Hampshire Association of Computer Education Statewide (NHACES) with articles of agreement and a mission statement: “*The mission of the NHACES is to foster the communication among people concerned about computer education in the public schools. Its primary goal is to improve the computer literacy of New Hampshire’s students, teachers, administrators, and school board members by providing informational services and advice about computing in classrooms.*”

The idea for a statewide association for computer education grew from another project examined in 1980 by Anne Knight and Bill Vasiliou, both from the University of NH Computer Services. They were preparing a proposal to place on a van a Digital Equipment Corp (DEC) minicomputer and microcomputers (from Tandy Radio Shack and Apple Computer) to drive to schools and offer two-week computer training sessions for teachers and administrators with additional short programs for students and the public. As the proposal began to gel, Anne and Bill became conscious of the need to involve more people outside UNH in order to have broad representation from many stakeholders. A committee, chaired by Anne, was formed with representatives from four high schools (Berlin, Conant, Newmarket, and Winnisquam), Center for Educational Field Services (CEFS), Regional Center for Educational Training, NHATMNE, UNH’s Education and Math Departments, UNH Computer Services, Plymouth State College, Keene State College, Merrimack Valley College, and NH Dept. of Education, and NHACES was born.

Early years

During its first five years the organization grew and expanded its services: holding conferences and regional meetings/workshops, creating information directories, collecting a library of software for review and sharing, forming special interest groups and involving members in curriculum development and computer literacy awareness activities locally and nationally. In 1984 NHACES collaborated with the NH DOE in the definition of the half-credit computer literacy credit required of all students graduating from NH high schools.

NHACES benefited from the Governor’s Initiatives for Excellence in Education in 1986, as then-Governor Sununu launched his program to place computers in the hands of NH teachers, providing hardware, software, training, support, and maintenance. This initiative raised the awareness of school administrators, teachers, and the public about the future value of integrating computers into classrooms for teaching and learning, and NHACES was positioned to take advantage of this increased awareness.

Separation and Merger

When schools began hiring computer coordinators during the early 1980s, NHACES served as a vehicle for them to meet as a Special Interest Group (SIG), sharing information and discussing matters specific to their jobs. In 1986 the SIG separated from NHACES, forming the NH Association of Computer Coordinators (NHACC) to hold its own meetings and negotiate with vendors for favorable computer pricing for their school districts. Five years later, in October 1991, the two separate organizations voted to become one organization again, for the mutual benefit of both memberships. The combined organizations revised the bylaws and renamed the organization NHSTE, the NH affiliate of the International Society for Technology in Education (ISTE), with Cyndy Currier at the helm.

Ongoing Effectiveness

Through the leadership of its Presidents and efforts of its Board members, all three organizations (NHACES, NHACC, and NHSTE) have had a significant impact on the inclusion of computers and technology in schools. The partnership with NHSAA and the coordination of Cyndi Dunlap as conference co-chair for over ten years have essentially made the Christa McAuliffe Technology Conference the largest and most successful in New England. All together the professional development programs, conferences, newsletters, and committee involvement help NHSTE maintain its voice in the appropriate use of technology in school management and in the teaching and learning process, all to the benefit of NH students. NHSTE’s statement of purpose today remains consistent with its early mission statement — *to improve education through the use of information technologies and to provide a structure for linking educators across the state to share the effective application of emerging technologies.*

NHSTE welcomes and encourages contributions to the **Remember When** column. Please send them via email to Anne Knight (ahknight@comcast.net).

NEW

Tech Edge

by Cyndi Dunlap
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As an organization, NHSTE is always seeking strategies to better serve the needs of its members and to be a more effective organization. To that end we offer this new column in *Connections* called **Tech Edge**.

The purpose of *Tech Edge* is to provide an overview of an emerging technology with respect to education (one which might not be so new in the business/social sectors, but new in schools and the classroom). Some topics might be new to classroom teachers and not tech coordinators, and others might be relatively new to all. What's new will vary over time. To maintain this new feature column in *Connections* the editor will rely on ideas and input from the tech coordinators and teachers for topics to cover. The topic covered in this fall issue is **listservs**. Potential topics to be covered in future issues of *Connections* include: blogs, wikis, podcasts, and skypeing.

Each *Tech Edge* article will be structured in a similar fashion with:

- 1) a summary of "what the technology is" with links to more in depth information,
- 2) a summary of the technical components required (as appropriate) with links to more in depth information,
- 3) one or more examples of how this is used and/or integrated into teaching, learning, or management within the school environment.

NHSTE welcomes and encourages your feedback about the *Tech Edge* column, Please send your comments via email to Cyndi Dunlap.

What is a listserv?

Quite simply, a *listserv* is an email group that you subscribe to by selecting to become a member of the list. Whenever any member of the list sends an email to the list, every member of the list receives the email. Members of a specific list generally have a common interest.

NHSTE currently hosts a number of listservs, including the Tech Coordinators list, the Tech Teachers/Integrators list, the Membership list, the NH Principals list, the First Class Users Group list, and the Adaptive/Assistive (SPED) list.

Links to more detailed information about listservs:
<http://www.webopedia.com/TERM/L/Listserv.html>
http://en.wikipedia.org/wiki/Electronic_mailing_list

Technical components required for supporting a listserv

Similar to an Internet Service Provider (ISP) a listserv must be hosted, moderated, and managed. The hosting can be done locally or remotely through a subscription service. There are a number of companies who offer email management systems of which listservs is usually one of the key features.

Links to more detailed information about listserv providers:

<http://www.lyris.com/>
<http://listserv.com/>
<http://www.lsoft.com/>

Examples of listserv usage

In order to clarify what a listserv is and how it is used, some examples of the types of questions asked and/or information shared is provided from the NHSTE listservs. It becomes apparent that a listserv is only as good as those who collectively participate.

Recently the following question/request was posed on the *NHSTE Tech Coordinators* list:

I was wondering what other districts are using for their firewalls and filtering systems. We have a 3Com firewall, but they stopped support for the filtering and suggest that I go to a third party for filtering service. I have looked into 8E6 technologies, but would love to hear what others are using and what types of reports you can generate from them.

This request generated 12 replies that went to the entire list within 48 hours of posting the question! (Some folks may have elected to reply directly to the sender of the question rather than to the entire list. More about that a bit later.)

Recently the following question/request was posed on the *NHSTE Membership* list:

I am wondering if there are any districts out there that have a policy on printers. Specifically I would be interested to know if your district only purchases network printers and who supports those printers. Do you allow printers from home on your network? We are trying to go to a district wide support model of HP laser jets only, but are finding several desk jet printers on teacher's and administrator's desks and are wondering how other districts support all of these different types of printers?

This request generated more than 25 replies within 48 hours of posting the question! In addition, there was considerable discussion from multiple perspectives by teachers and tech coordinators.

On the second day the individual who posed the question sent the following post:

I just love this listserv, I gathered so much great information in such a short time. As I was searching last night, I came across this site from Bellingham Schools and thought this would be a good document to have on our website. It is titled: District Supported Technology Purchases. I am still looking for a written district policy if anyone has one.

<http://www.bham.wednet.edu/departments/purchasing/techpurchases.htm>

Recently the following questions were posed on the NH Principals list:

I am looking for information from other New Hampshire high schools on the topic of grading scales. For the past 12 years [our] High School has used 70% as the passing standard and has not offered the D grade. Our school board is looking to change this process to include 60% as passing with the D grade. Questions: What is your school's grading scale? If students earn D grades are they allowed to continue with the following course? If not, what is their next step?

The examples above provide an excellent cross section of the type of information that can be quickly gathered from your New Hampshire colleagues. In many cases, the person asking the question offers to summarize all the postings in one file and then send to the list for the convenience of the list members. When responding to a question posted on the list, the option exists to reply to the entire list (if you think the information would be of value to all) or respond just to the individual who posted the question (very user-specific question generally). It is "common good practice" to inform the list when one has "the answer" or "enough feedback" so that others do not take time to repeat/research the same information.

The NHSTE listservs have a number of features including archiving and digest options. Each month a list member receives an email verifying a member's list membership information, directions for unsubscribing, and instructions to access many of the listserv's advanced features.

Anyone who wishes to become a member of a NHSTE listserv should go to the NHSTE website, pull down the Membership menu and click on "Listservs". From this page one can join any of the NHSTE hosted lists.

Busy Time of Year for Membership

by Maria Knee

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Fall is the busiest time of year for the membership chair. As people sign up to attend the Christa McAuliffe Technology Conference, they think about the member discount. A discount to the conference is one of the many benefits of membership.

Many members join NHSTE for the first time as part of attending the Christa McAuliffe Technology Conference. Likewise current members renew their memberships at the conference. This year will be no exception as people join NHSTE either as individual members or through the Institutional Membership Bundles.

Everyone should check the date on the mailing label on the back of *Connections* to determine the membership expiration date. It never hurts to renew early as one's membership extends a year from the printed expiration date. Print a membership form at any time from the NHSTE website to complete and send in before the expiration date.

While attending the McAuliffe conference November 28-30th, stop by the NHSTE membership table in the hotel lobby, introduce yourself, and ask to verify the information in the organization's database. As a member you will receive a surprise NHSTE giveaway. Also bring colleagues to the NHSTE table to provide them with information about the organization and what it means to be a member. New members are always welcomed.

Anyone who stops by the NHSTE table will receive a raffle ticket for one admission to the NECC 2007 national conference in June. The raffle winner will be determined during the final session on Thursday.

NHSTE will be hosting a reception in the hotel on Wednesday at the conclusion of the day's concurrent sessions. Everyone is invited to relax and mingle with new and old members. We extend a hearty welcome to our new members, and offer thanks to our renewing members for continuing to be a part of NHSTE and look forward to seeing everyone in Nashua.

Telecommunication Tidbits

by Brewster Bartlett
 drsplatt@comcast.net

The following websites are a collection of interesting places to visit and apply to various parts of the school curricula. Have fun exploring them! If you have a favorite website or project that can be used for research or to enhance your classroom curriculum, contact Brewster Bartlett so he can spread the word to other NHSTE members.

The NHSTE webpage can be found at: www.nhste.org

Create a Graph

<http://nces.ed.gov/nceskids/graphing/>

Use this site to have your students explore all kinds of different types of graphs (bar graphs, line graphs, pie charts, scatter plots, and more). Excellent examples and helpful tips ensure that the graphs are accurate and well designed.

Introduction to Podcasting

<http://www.k12handhelds.com/podcasting.php>

This site provides a great introduction to podcasting and gives plenty of information on how to create and publish your own podcasts for your students. It includes links to podcast directories and a list of favorite educational podcasts.

Newseum

<http://www.newseum.org/todaysfrontpages/>

The Newseum, a museum of journalism, presents full-color captures of the front pages of newspapers from 38 different countries. It's a great site for language arts, social studies, and journalism classes.

80 Days That Changed The World

<http://www.time.com/time/80days/>

Time magazine provides powerful pictures and just enough narrative to tell the story of 80 events that caused the world to be changed in just one day.

Meet Me at Midnight

http://midnight.si.edu/default_flash.html

"Meet Me at Midnight" is an online game requiring players to return a piece of stolen artwork to its rightful location inside the Smithsonian Institute. The game is an interactive exercise in art appreciation that is very cool!

Fun With Mathematics

<http://math.rice.edu/~lanius/Lessons/>

This website offers games, activities, and practice on a number of math concepts for students in grades K-4, 5-8, and 9-12. Topics range from counting to calculus and from fractions to graphing.

The Salariya Book Company

<http://www.salariya.com/>

Go to the Salariya website for books that feature Gladiators, Mummies and Antarctic Explorers. The books include great graphics and easy reading for middle school students.

My Life as an Elk

<http://www.wildlifeart.org/ElkStory/index.html>

This site is an animated storybook about a newly born elk's first year of life. The students learn about animal behaviors, predators, life in the herd, stages of antler growth, mating competition, the breeding season, and more.

Tour of a Cell

<http://www.nsf.gov/news/overviews/biology/interactive.jsp>

Imagine having a microscopic camera so small that you could travel inside a cell. You can also click on individual parts of the cell and learn their function.

New Search Feature on CMTC Website

People signing up to present at the Christa McAuliffe Technology Conference (CMTC) experienced the first new feature of the 2006 CMTC website back in the spring. The *Call for Presenters* was conducted online this year via a quick and easy link from the Presenters section of the conference site (www.nhcmtc.org).

This enhancement of the website presents an exciting new feature for those attending the conference this year and for those just looking for information on session topics. The new feature makes it possible to search hands-on workshops and concurrent sessions by strand, grade level, hot topic, and key words or phrases.

To access this new feature, go to any of the following links (General Information, Attendees, PSDC Workshops, or Current Sessions) from the conference home page, look for the text **Search Sessions & Workshops Database**, then click on **Go to search page**. A number of common search criteria are available for selection or you may type in your own keywords. Your search generates a list of the sessions that include your search criteria in the session title or description. From there you can decide which sessions will be of most value for you! Happy searching!

Please send us feedback on this new search feature, as it is sure to be refined and improved next year. Send comments via email to Cyndi Dunlap, NHSTE's conference chairperson.

Technology Integration Across the Curriculum Series

Science, Social Studies and Special Education will be the focus for three Technology Integration Workshops offered by NHSTE's Tech Teachers/Integrators Special Interest Group (SIG) this year. The Science Workshop on November 15, with over 75 participants registered, will be an enriching event with many engaging sessions on the schedule including:

- 🔒 **Science Probeware Showcase** ~ presenter *John Mauch, Representative, Vernier*
- 🔒 **Developing, Managing, & Delivering Science Curriculum** ~ presenter *Jay Godfrey, Science Teacher, Hopkinton High School, & Developer of CurriculumMaker*
- 🔒 **Making Biology Real: Using Vernier Probes in Real Life Applications** ~ presenter *Celeste Best, Science Teacher, Oyster River High School*
- 🔒 **Using Computer Simulations & Probeware in a Modeling Approach to Teaching Physics** ~ presenter *Dana Heath, Physics Teacher, Dover High School*
- 🔒 **Connect to the Pole** ~ presenter *Sheila Adams, 7th grade Science Teacher, Rye Junior High*
- 🔒 **Nanotechnology** ~ presenter *Glen Miller, Professor - Department of Chemistry and Materials Science Program, & Associate Director - Center for High-rate Nanomanufacturing, University of New Hampshire*
- 🔒 **"Where Am I?" - Integrating Global Positioning Systems into the Science Curriculum** ~ presenter *Mary Kate Haverly, Science Teacher, Co-Team Leader West Running Brook Middle School, Derry*
- 🔒 **netTrekker & the Science Curriculum** ~ presenter *Cyndy Currier, Technical Specialist, SERESC*
- 🔒 **Science Websites You Need to Know About** ~ presenter *Linda George, Computer Teacher/Integrator, Dondero School*

George Wiley from the Single Source Group will begin the day demonstrating video conferencing with the Seacoast Aquarium and end the day with an overview of emerging technologies.

Workshops in 2007

Social Studies, January 25, 2007, at SERESC

We are currently scheduling exhibitors and presenters for this workshop. Anyone who would like to suggest an exhibitor or share an exciting integration strategy with other Social Studies teachers in the area should contact Jeff Kessler, NHSTE President-elect, at jkessler@newport.k12.nh.us.

Special Education, March 15, 2007, at SERESC

A variety of exhibitors and presenters will provide valuable resources to help special needs students. More information on this session will be available soon.

Everyone is welcome to attend, so inform others about these events. Each workshop features exhibitors, presenters, morning refreshments, lunch, and a chance to win some exciting raffle prizes donated by event sponsors. For more information and updates on each session, please visit <http://www.nhste.org> or contact Marquita Maciolek, Tech Teachers SIG Chair, at kitam@metrocast.net.